DOCUMENT RESUME

ED 190 730 UD 020 831

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TITLE 4-H Afro-American Cultural Heritage Program. Evaluation Report.
INSTITUTION Michigan State Univ., East Lansing. Cooperative Extension Service.
PUB DATE Nov 79
NOTE 20p.: Report prepared by ACCU-SEARCH Research Consultants.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adolescents: *Black Culture: Black History: Black Influences: *Black Studies: *Black Youth: Children: Cultural Activities: *Cultural Awareness: *Cultural Background: Cultural Education: Program Descriptions: Program Evaluation
IDENTIFIERS *4 H Clubs

ABSTRACT

The 4-H Afro-American Cultural Heritage program was established to enable black youths to study historical aspects of the Afro-American experience as a way of understanding what it means to be an American of African descent. The program aims were to facilitate improvement in confidence, racial attitudes, self-esteem, knowledge, and ability to relate constructively to others. The 45 program participants (boys and girls) ranged in age from 11 to 19, were black (with one exception), were for the most part from low income families, and ranked in school from below average to above average. Evaluators determined that the program provided opportunities to learn about the life experiences, heritage, and culture of Afro-Americans. Participants were exposed to a variety of learning experiences including travel, media exposure, decision making, community exploration, and resource use. Included in this program report are comments from participants, volunteers, and staff and suggestions for future evaluation. A program description and conceptual model, a news article about the program, and the program travel itinerary are appended. (Author/MK)

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EVALUATION REPORT

4-H AFRO-AMERICAN CULTURAL HERITAGE PROGRAM

Prepared for

Michigan 4-H Youth Programs
Cooperative Extension Service
Michigan State University

by

ACCU - SEARCH Research Consultants
Sharon L. Anderson, Program Coordinator

November 1979

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I INTRODUCTION

In June of 1978 a proposal was funded to carry out a 4-H Afro-American Cultural Heritage pilot program. This proposal was submitted by Mary Johnson, Norman J. Brown, and Sharon Anderson, and became the "Afro-American Cultural Heritage" project.

The concept and rationale of this program was to study historical aspects of the Afro-American experience as a way of understanding what it means to be an American of African descent. The program provided for black youth an opportunity to deal seriously with their culture and heritage with the aim of improving their confidence, racial attitudes, self-esteem, knowledge, and their ability to constructively relate to others. The program also allowed non-blacks to learn about the Afro-American heritage, and gain insight into building positive relationships.

The program helps to de-emphasize some of the unpleasantries of the black experience and highlight positive aspects that will help black youths to develop increased feelings of self-worth.

It was felt that youths participating in this program would be able to think positively of their future, and contribute toward developing a better community.

The objectives were simple yet designed to yield the desired results.

The objectives are as follows:

- To help develop positive group awareness and self-identity, and increased feeling of self-worth, for black clientele.
- To enhance better relations between people of diverse cultures.
- To develop the ability of youthful participants to relate more confidently and constructively to others.
- To enable youth to understand and appreciate the Afro-American experience and its importance in the shaping of our society.
- To encourage better race relations at 4-H county and state events.
- To develop youths' skills which will enable them to better utilize community resources (human, material, educational, etc.).
- To stimulate the desire within youths to improve their social, geographic and economic mobility.

The proposal was accepted and the program began with 4-H'ers and adult volunteer leaders from four counties funded by a special grant* (Saginaw, Wayne, Oakland and Genesee). Selection of counties was based upon previous involvement and participation in the 4-H African Cultural Heritage Awareness Team training weekend which took place in May of 1978.

4-H youth were involved in each decision-making phase of the program including planning, implementation, and evaluation. A variety of self-determined educational projects were selected and implemented by the youth. The youths were also participating in campus and community-based educational workshops. These workshops provided background information, insights, and a perspective for the study tour.

II IMPLEMENTATION

The administration of the "Afro-American Cultural Heritage" program was shared by a campus-based coordinator, a graduate student of history, and county 4-H staff members.

The initial phase began with groups studying Africa, its people and culture. Upon completion of the African Heritage aspect, youth indicated interest in becoming more knowledgeable of the contributions and achievements of Afro-Americans.

During the months of October, 1978, through April, 1979, the county programs began operating. 4-H'ers in Saginaw County participated in workshops conducted by educators and community people. Participants viewed films and read books, and conducted research on issues, careers, historical and contemporary Americans of African descent. Discussion groups were formed so participants could reveal their feelings and viewpoints.

4-H'ers in Saginaw and Oakland Counties also gave media presentations on radio and television. Saginaw county youth and staff conducted a two-day Radio-Thon fund-raiser to help finance the upcoming tour. As individual projects were assigned, library tours were organized in order to conduct the necessary research.

Teens also participated in skill building workshops and educational programs during Black History month.

In Oakland County, 4-H'ers were involved in teen leader meetings and project selections. Media presentations accenting 4-H awareness were given to urban and central city residents. These youth were also active in fund-raising efforts related to the tour.

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*The Michigan State Legislature, with the approval and support of the Executive Branch, allocated a special 14 month appropriation to the Michigan 4-H Youth Program, beginning August 1, 1977. This appropriation appeared in the Department of Social Services state allocation for fiscal year 1977-78. The Michigan 4-H Youth Program entered into a contractual agreement with DSS to receive these funds.

Meanwhile, Genesee County 4-H'ers were busy studying black personalities in their group meetings. This experience involved youth in learning the backgrounds and contributions of historical and contemporary black leaders and drawing their faces onto fabric squares. Then 4-H'ers combined their sewing skills and math abilities to stitch these squares into a finished product--The Heritage Quilt. These young people, also interacted with senior citizens in their communities by providing assistance to seniors in sewing and crafts.

In Wayne County the 4-H'ers conducted individual research projects which included study of the 1960's riots and equal voting rights for blacks, the history of selected black musicians, and an examination of the history of Tuskegee Institute.

Several activities occurred as the program advanced. In October of 1978 an Orientation workshop and project overview was held on the MSU campus. In March of 1979 4-H'ers toured selected Black Historical sites in Detroit. In April, 1979, 4-H'ers participated on the M.S.U campus in a Youth Project Presentation. An oral evaluation was conducted by Dr. Malik Hodari, a graduate student (Ph.D.), from the department of American Studies, Michigan State University.

The highlight of the program was the 4-H Afro-American Cultural Heritage Study Tour. Each county group participating in the program had conducted several fund-raisers to help finance the tour.

The eight-day tour began on May 12, 1979, and extended through the 18th. 4-H'ers met on the MSU campus and then proceeded to Oakland County to pick up the Wayne and Oakland participants.

Many items of interest were included in this tour. Participants were first able to visit the North Buxton Historical Museum. The curator was Mrs. Arlie Robbins who delivered an oral presentation on the history of the North Buxton Settlement. History was relived as the presentation described how fugitive slaves and free black settled in this agricultural community. 4-H'ers were then given a guided tour of the museum and allowed to research items of interest.

In Dresden, Ontario, Martha Thomson, manager, provided a tour of Uncle Tom's Cabin. This tour consisted of viewing the property, museum building, agricultural building, Uncle Tom's Cabin, home of Reverend Josiah Henson (more commonly known as "Uncle Tom"), the church, the fugitive slave house, and artifacts of slavery.

Then the group travelled on to Pennslyvania State University, where Dr. Clemmie Gilpin, gave a presentation on the historical traditions of the mid-Atlantic Region (Pennsylvania, Maryland, Washington, D.C., and Virginia). The theme and emphasis was on the contributions of Afro-Americans to American life and history.

Washington, D.C. was the next destination point of the tour where 4-H'ers were involved in the following activities:

- A walking tour of Georgetown.
- A visit to the Smithsonian Institute, and the National Museum of Natural History.

- A trip to the Lincoln Square to view the Memorial to Mary McCleod Bethune.

- A visit to the Frederick Douglas House.

- A tour of the African Museum of Art.

- A tour of Howard University and a visit to the Martin Luther King Library.

- Walking tours which included the National Archives, Ford Theatre Museum.

- A visit with Representative Robert Traxler, U. S. Representative, 8th District (Bay, Huron, Lapeer, Saginaw, Sanilac, Tuscola), who gave an explanation of how government works.

- Attended a play about the life of Paul L. Dunbar called "Jump Back Honey," at the New Theatre for Ethnic Arts.

The tour gave 4-H'ers the opportunity to become more aware of their social geographic and economic circumstances. For many youths, this was their first time to ever leave their neighborhood. They were able to understand, appreciate, and become more aknowledgable of the Afro-American Culture. By reliving history, youth could recognize the contributions of Afro-Americans in the shaping of our society.

Workshops provided the opportunity for many youths to become aware of their undeveloped skills in such areas as public speaking, writing, library research, map making, sewing, arts and crafts, dance, and personal appearance. It also allowed them to become more self-confident and to relate more constructively towards others in the group.

When the program first started, the groups arrived from their respective counties and remained separate entities. As the project progressed and the participants interacted with one another, their relationships improved and they began to dissolve into one productive group.

An asset to the program was the availability of a graduate assistant, who provided technical assistance to the counties. The assistant was able to conduct preliminary research related to overall county programs and/or individual projects; learning techniques, and to provide the groups with resources, pictures and slides, thus increasing their educational materials.

III DATA COLLECTION PROCEDURES

Demographic Data on Participants

With one exception, all program participants were black. However, in terms of the range of activities participants were engaged in, there were a number of non-black participants. Most of the participants were from low-income families.

The ages of the participants ranged from eleven years of age to nineteen years of age. The fifteen boys and thirty girls ranked in school from below average to above average.

Selection Process

Participants were selected because they were previously involved in the related 4-H African Heritage program. This project built upon that experience.

IV DATA ANALYSIS AND SUMMARY

Perceived Value of the Program by Objectives

1. To help develop within black clientele a more positive group awareness, a more positive self-identity and increased feelings of self-worth.

Both parents and children strongly indicated that this objective was successfully achieved. The parents, in general, felt that their children were now working cooperatively with other children in group activities. This was a behavior that most parents described as not having previously occurred to any sizeable extent. They further described a new initiative and willingness on the part of their children to engage in programmed activities with other non-black children. From the parents perspective, perhaps the most positive outcome of the total program were strong indicators that their children were gaining self-confidence, and the belief that they knew things they did not know before, and that they were capable of accomplishing things they could not accomplish before entering the program. Improved self-concept was listed by eighty-nine percent of the parents as one of the primary benefits of the total program.

In terms of the children and this particular objective, their apparent eagerness to participate and involve themselves in various program activities seems to corroborate their parents' perceptions of positive programmatic attainment.

2. To foster better relations between people of diverse cultures.

Almost seventy-eight percent of the youth participants indicated that they had gained a greater understanding and awareness of people with different cultural and ethnic backgrounds from their own. The overall project brought groups of blacks (program participants) together with non-black groups of youths and adults. This was achieved primarily through program presentations to diverse community groups. The program leaders also feel that the non-black participants in these community activities, sponsored by this project, gained equally from the primarily black program participants. The extent to which the participants were willing to engage in activities with non-blacks, at the end of the program as opposed to reluctant involvement at the beginning of the program, lends credence to the importance of having this particular objective as an important part of the overall program.

3. To develop in youthful participants an increased ability to relate more confidently and constructively to others.

Whereas this particular objective proved somewhat cumbersome, in terms of objective measurement, there are some good indicators that the achievement of this objective was relatively successful. When one looks at the variable of increased commitment to 4-H involvement, one finds that about eighty-nine percent of the participants indicated a desire and willingness for additional involvement. The program participants further showed confidence and relationship abilities by constructively working on developing new programs, with

less and less assistance and supervision from adult leaders: This ability to work in groups, independent of adult leadership, was not observable at the onset of this project.

4. To enable non-black people to understand and appreciate the Afro-American Culture and its importance in the shaping of our society.

Achievement of this objective could only be determined through feedback from some of the numerous groups, before whom the program participants gave a variety of presentations.

The receptivity and feedback to these presentations were very positive. The program participants, provided the following kinds of presentations to primarily non-black groups and organizations.

1. Cultural/dramatic plays and skits.
2. Presentations to elementary school children.
3. Educational programs about Africa or aspects of the black experience to community groups.
4. Radio and TV presentations (4-H awareness).
5. Black History Month presentations.
6. Presentations to the Jay-Cees and other civic organizations.

5. To affect a change in race relations at 4-H county and state events.

Much like the previous objective, receptivity proved positive when the program participants interacted with other youths and youth groups in planning and carrying out programs for "achievement days," "youth exploration days," county fairs, and state fairs. Much interest was shown in the projects' cultural heritage exhibits which were "put on" at several county fairs. The real impact of this aspect of the project can probably be measured more effectively after a several year time lapse.

6. To enable youth to develop skills in utilizing community resources (human, material, educational, etc.)

This objective proved most useful to a large number of the program participants. Activities such as library assignments, use of telecommunication equipment, development of cultural educational materials, and cooperative efforts with non-program people proved very useful in developing skills in community resource acquisition. It was the participants' responsibility, in all program activities, to maintain active roles in acquiring needed resources. By the end of the project, skills in the above areas were very much evident.

7. To stimulate desire in the youths to improve their social, geographic and economic mobility.

The project planned one major trip which the leaders believed would primarily accomplish this goal. In tracing parts of the underground railroad route, the participants toured parts of Canada and the east coast of the United States. The trip went from the Detroit area to North Buxton, Dresden, and Chatham, Ontario (Canada), Pennsylvania, Washington, D.C., and Warren, Ohio. In terms of stimulating interest in broadening the participants' horizons, this eight-day trip proved to be the highlight of the project year. The exposure gained by the participants was invaluable. Future evaluations of the participants will yield additional and more definitive information as to the real achievement of this objective.

SUMMARY

The 4-H Afro-American Cultural Heritage Program provided for its participants a chance to actively learn something about the life circumstances, heritage and culture of people of African descent. In the first year of the two-year pilot program, youth and adults were exposed to a variety of learning experiences.

For several youth, this program provided a first opportunity for travel, media exposure, decision-making in program development, community exploration and resource use. For others the program represented first encounters with a range of people with significantly different backgrounds and lifestyles; eating in a non-fast food restaurant, seeing a play, and the vicarious exposure to aspects of the slavery experience. For all the program was an adventure.

The following statements highlight the impact of the program on the youth, parents, leaders and staff.

Youth Comments

"All I learned made me proud to be Black"

"At first I thought we would learn about things that would go in one ear and right out the other, but the staff and leaders made it interesting...I'd say it was a perfect way of learning things."

"I used to be ashamed of my ancestors. Now I'm not"

"Once I was thinking that I could be something, but I kind of let my hopes down... but now, deep down inside, I know I can (be something) again."

"This program was exciting because I learned so many things."

"Now I'm more interested in learning as much as I can. I even watch the news and read the paper."

"Before this program, I thought Black Americans didn't contribute much to this country. Now, I know that isn't true."

"I want to teach others my experiences from this program, especially the trip!"

"Before the project, I thought I could not be friends with any white people, now this idea has changed."

"I never heard too much about 4-H before I got into this group...but It's really alright! We're trying to get some more dudes (males) involved."

"I think this program is real good for children in urban areas...it keeps you occupied and it's fun."

"Before this project, I thought 4-H was for white people...boring. Now, I like it because it has something for me."

"Oh! I learned so much and made so many friends. Let's do it again!"

"There is realy no big difference in people, some got a little bit more color than others but we're all just people."

Parents' Comments

"My son was a potential school drop-out until the county staff got him involved in this project. Whatever it was about this program that motivated him to stay in school, I can't say, but he did stay in school."

"This program helped my son to see what other Blacks have accomplished, to meet people and to accept responsibility better."

"(My daughter) is more sure of herself...is getting along better with her brothers and other kids."

"It's hard to put into words everything (my daughter) learned, but I sense she is willing to try harder to learn and do things."

"I cannot say enough about the program. I even learned something myself."

"I really think this program is just about the greatest thing that could happen to 4-H, because at one time we (Blacks) either never heard of it or thought it was just for farm kids."

Volunteers' Comments

"This 4-H project, in my opinion, has really made a difference in young people and the work they've done. I think you have something here."

"This was a very worthwhile program...it had much merit."

"We were able to achieve so much on the tour because the teens were so well prepared..."

"The end result was that these youngsters did grow and they came back and shared what they learned with others."

Staff Comments

"We (Blacks) have a lot to be proud of. We've come a long way...we have a long way to go yet. Through programs like this one, we can accomplish a lot for our youth. We should expand the program."

"I've seen the youngsters grow, even the ones who have had difficulty expressing themselves have made noticeable improvement because they were interested in this program."

"The teens began to relate on a different level once they got to know each other, especially after traveling together and having time to share ideas."

* * * * *

In conclusion, every effort will be made to improve the program during the 1979-80 program year, and to expand the program to a broader audience. The Afro-American Cultural Heritage program is a viable model for reaching minority youth with relevant and beneficial programs.

V SUGGESTIONS FOR NEXT YEAR'S EVALUATION

A pre-test should be administered to the participants and their parents. This may give an indication of any prior knowledge of the Afro-American Cultural Heritage. Also, past participants should be canvassed for feedback relative to planning/implementing future experiences.

A similar form of canvassing can be directed to Extension 4-H Staff (agents and assistants) in order to determine any further recommendations or needs that may be addressed to improve and expand the program. 4-H staff should be sensitive to the utilization of experienced program participants as possible volunteer leaders.

Consideration should be given to the development of a post test which deals with the content entailed in the program.

Based on previous experience, it is suggested that more staff time be devoted to program development, training of volunteers, funds procurement, publications, and resource management. This may alleviate consequences relative to program effectiveness.

There is a need to establish prior contact with public school personnel for the purpose of acquainting them with the program and to make the Extension Staff aware of and accessible to the expertise of this group. This in turn might facilitate the possibility of incorporating the knowledge and experiences gained in this program into social studies or cultural studies curriculums in public schools.

APPENDIX

Brief Program Description and Conceptual Model

News Article

Tour Itinerary

List of Program Cooperations

4-H Youth Programs
Cooperative Extension Service
Michigan State University

4-H AFRO-AMERICAN CULTURAL HERITAGE STUDY TOUR PROJECT

SITUATION

The study of aspects of Afro-American Cultural Heritage is viewed as an important way of understanding what it means to be an American of African descent. For Black-Afro-American youth, the project provides an opportunity to deal seriously with their culture and heritage. Further, involvement in the project can create greater knowledge and acceptance of self. Self understanding can enable youth to relate more confidently and constructively to others. Study of the Afro-American experience can also help youth place their history and heritage in its proper perspective and enable them to share this perspective with people whose heritage is different than their own, but whose history is inextricably linked to theirs.

OBJECTIVES

To help develop within Black clientele a more positive group awareness, a more positive self-identity and increased feelings of self-worth.

To foster better relations between people of diverse cultures.

To develop in youthful participants an increased ability to relate more confidently and constructively to others.

To enable non-Black people to understand and appreciate the Afro-American Culture and its importance in the shaping of our society.

To affect a change in race relations at 4-H county and state events.

To enable youth to develop skills in utilizing community resources (human, material, educational, etc.)

To stimulate desire in the youths to improve their social, geographic and economic mobility.

APPROACH

Approximately eighty (80) 4-H'ers and adult volunteer leaders from five (5) D.S.S. funded counties* (Saginaw, Berrien, Wayne, Oakland, Genesee) will participate in the development and implementation of this project. Involvement is limited to those counties because this experience will build upon their participation in the 4-H African Cultural Heritage Awareness Team weekend which took place in May 1978.

** The state 4-H office at Michigan State University has received funds through the Department of Social Services to expand the 4-H program in urban areas. The counties listed above represent a portion of those counties included in the D.S.S. grant.*

10/78 SLA

Youth will be involved in planning and evaluating each phase of the project. 4-H youth involved in the project will engage in several, self-determined educational projects within their respective counties. The range of projects could include research, developing a media presentation, investigating a special interest, conducting workshops, developing self-teaching materials, etc.

These 4-H'ers will be responsible for sharing the information they gather as an "Awareness Team member" with other 4-H youth, leaders, and interested people in their communities.

Youth and leaders involved in the project will concentrate on developing and implementing individual and county project goals.

In addition, they will be involved in approximately three (3) State activities related to the total project. These state activities will involve educational workshops which will provide background information, insights, and a perspective on aspects of the project leading up to the study tour.

The educational study tour of selected sites in the United States and Canada will take place May 12-18, 1979.

A tentative itinerary follows:

May 12 - Depart Michigan State University Campus
Dresden, Ontario
Pennsylvania State University
Howard University and Washington, D.C.

May 18 - Arrive Michigan State University campus - then depart for home.

COST

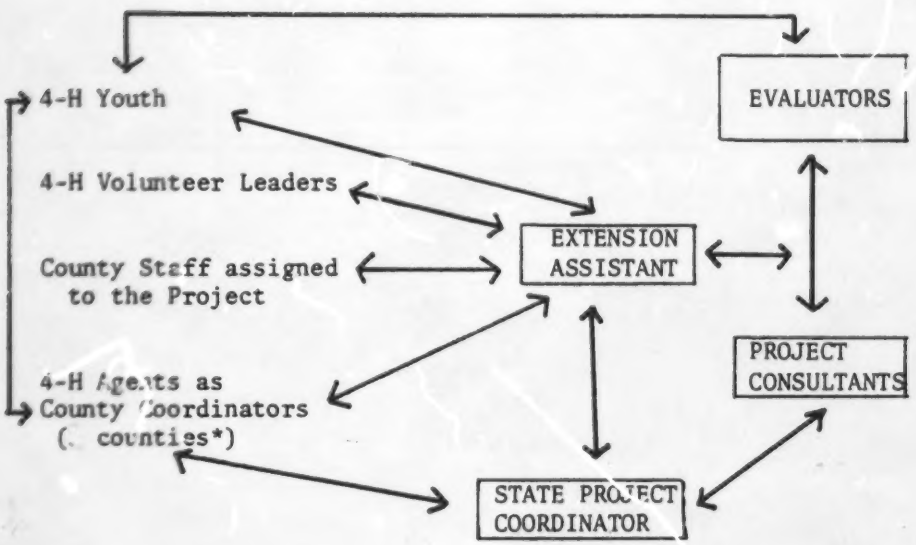
The cost to all participants (youth, leaders, and staff) will be $200.00 each. To cover expenses which include transportation, housing, meals, etc., 4-H Agents will provide leadership for fund-raising activities within each county.

EVALUATION

The group will meet again in June 1979 for the purposes of evaluating the tour and projects leading up to the tour; and to determine future directions for the project.

4-H AFRO-AMERICAN CULTURAL HERITAGE
STUDY TOUR PROJECT

A CONCEPTUAL MODEL



*Counties	Agents	County Staff	State Staff
Saginaw	Dempsey Allen	Adriane Bowie	Bob Wall, Extension Assistant
Wayne	Bill Mills	Brenda Squirewell	
Genesee	Mike Palmer	Saranne West	
Oakland	Tom Schneider	Renee Abrams	Sharon Anderson, State Coordinator

Project Consultants

Mary Johnson, Washington, D.C.
Clemmie Gilpin. Pennsylvania State University

Norman J. Brown, County Extension Director, Saginaw County

10/78 SLA

4-H Study Program Traces Afro-American Culture, Heritage

Helping young people learn about the tremendous achievements and contributions that black people have made throughout the course of American history is the aim of Michigan's 4-H Afro-American Study Tour program.

The recent television series, "Roots: The Next Generations," and the fact that February was black history month, are not enough for anyone who is really interested in Afro-Americans' cultural heritage, says Bob Wahl, Michigan State University historian and study tour staff member.

As part of the 4-H Afro-American Study Tour program, 40 young people are delving into black cultural heritage. The 4-H'ers, from five Michigan counties, are researching black people's achievements and contributions at the local, state and national levels. An international trip is planned to give the young people, aged 12 to 18, a first hand look at some of the people, places and careers important to the black heritage, Wahl says.

The program began 1½ years ago. During the initial phase, participants studied Africa, its people, land and culture.

Last September, the group turned its attention to the achievements and contributions blacks have made during America's history.

The culmination of the program will be an eight-day historical tour that will take the group from Dresden, Ontario, where fugitive slaves set up a community prior to the Civil War, to Penn State University, where Dr. Clem Gilpin, professor of black history, will talk about the black presence in New England.

The next stop is Howard University in Washington, D.C. This institution was one of the first black universities set up for freed slaves during the reconstruction era.

The final tour stop is Tuskegee Institute, in Tuskegee, Alabama. The institute was an early black industrial and vocational educational center best known as the workplace of George Washington Carver. Carver is recognized for the major contributions he made to the southern agricultural economy through his work with peanuts and potatoes.

In preparation for the trip, and to become more knowledgeable about the achievements and contributions of Afro-Americans, participants in the project from Saginaw, Genesee, Oakland, Berrien and Wayne counties are currently involved in historical research projects.

For example, in Oakland County, 4-H'ers are investigating the history of Royal Oak Township, a low-income black community on the border of Detroit.

Two of the teens, Tanya Woodards and LaNae Reynolds, are interviewing local senior citizens and recording an oral history of this community, which was established during World War II.

According to Oakland County 4-H program assistant Renee Abrams, several local government officials are interested in storing the 4-H'ers' historical record and making it available to the public.

Berrien County 4-H'ers are using scrapbooks, map making, crafts and performing arts projects to explore the link between the African experience and the black American experience, says Henry Allen, Berrien County 4-H youth agent.

As a group, the teens in Wayne County are examining the history of Tuskegee Institute. According to Bill Mills, Wayne County 4-H youth agent, the 4-H'ers are also conducting individual research projects, which include the study of the 1960's riots and equal voting rights for blacks, as well as the history of black musicians.

Genesee County participants are looking at black inventors, the slave trade and black women in history.

In Saginaw County, individual 4-H'ers are exploring the evolution of black music, the role of black women abolitionists in freeing the slaves, the Quakers' contributions to blacks in Michigan, and the underground railroad.

As a group, the Saginaw County teens are also developing a pamphlet on the history of the black nurses association and a coloring book of black history. They plan to distribute the coloring book to Saginaw schools in February 1980.

Each of the county groups participating in the program is raising its own funds for the international trip. Presentations to schools and civic groups, community service activities and fund-raising projects have been used to help each county reach its goal of $3,000.

"The entire program gives older 4-H'ers a firsthand look at some important people, places and events in Afro-American history," Wahl says. "This firsthand look at the rich black cultural heritage, combined with the youths' experiences with successful Afro-Americans, should improve the self-images and cultural pride of the 4-H'ers involved in the project." tb

ITINERARY

4-H AFRO-AMERICAN CULTURAL HERITAGE STUDY TOUR

May 12-18, 1979

● SATURDAY, MAY 12

9:30 Meet in front of MSU Stadium (map enclosed)

10:00 Leave East Lansing for Oakland County

Pick up Wayne and Oakland participants at the Royal Oak Township Recreation Center.

12:00 Leave Oakland County

1:45 No. Buxton Historical Museum--Mrs. Arlie Robbins, Curator

There will be an oral presentation on the history of the North Buxton Settlement, a community of fugitive slaves and free blacks; then a guided tour of the museum.

4:00 pm Uncle Tom's Cabin Museum, Dresden, Ontario, Martha Thomson, Manager

A guided tour of the property, museum building, agricultural building, Uncle Tom's Cabin, home of Reverend Josiah Henson, the church, the fugitive slave house, and more.

5:45 pm Holiday Inn--Chatham, Ontario, Check-in/freshen-up.

7:00 pm No. Buxton, Ontario

We will have a chance to meet and mingle with the residents of the North Buxton community and surrounding areas. First, there's dinner, then an amateur show (*Michigan 4-H'ers can participate but are not eligible for competition/prizes*).
. . .and following that is a Disco Dance!! Unwind, relax, and make new friends.

11:00 pm Back to the hotel and prepare for tomorrow's travel.

12:00 pm Lights out. Good Night.

● SUNDAY, MAY 13, 1979

7:30 am Breakfast

9:00 am Leave Canada for Harrisburg, PA
Mostly travel today, 431 miles

6:00 pm Arrive Pennsylvania State University

● MONDAY, MAY 14, 1979

8:00am Members of the tour will participate in a presentation by Mr. Clemmie Gilpin, Penn. State University. Mr. Gilpin's presentation will focus on the historical traditions of the Mid-Atlantic Region (Pennsylvania, Maryland, Washington, D.C., and

Virginia).

Contributions of Afro-Americans to American life and history is the theme.

11:00	Leave Harrisburg for Washington D.C.
3:30 pm	Arrive Washington, D.C. Check-in: Hotel Harrington Dinner: hotel cafeteria --Visit Smithsonian Institute, National Museum of Natural History
Evening	Walking Tour of Georgetown
12:00 pm	Lights Out. Good Night!

WASHINGTON, D.C. ● TUESDAY, MAY 15

8:00	Walking tour of Washington, D.C.
9:00	Lincoln Square - Memorial to Mary McCleod Bethune
10:00	Frederick Douglass House
12:00	Lunch
2:00-4:00	African Museum of Art
4:30	Dinner
After dinner	Tour Howard University, Visit Martin Luther King Library
Evening	Free time. This time can be used to shop, go sightseeing, etc. Remember, no going out alone.
12:00 pm	Lights Out. Good Night!

● WEDNESDAY, MAY 16

8:30	Walking tour: National Archives, Ford Theatre Museum
10:00	Visit Representative Robert Traxler, U.S. Representative, 8th District (Bay, Huron, Lapeer, Saginaw, Sanilac, Tuscola). Representative Traxler will explain how government works.
12:00	Lunch--Congressional Cafeteria
Afternoon	Visit Mt. Vernon, VA
8:00pm	New Theater for Ethnic Arts; "Jump Back Honey!" A play about the life of Paul L. Dunbar

● THURSDAY, MAY 17

A.M.	Unplanned activities
10:30	Check out
12:00	Lunch 2:00 Leave Washington D.C. heading home.

AFRO-AMERICAN CULTURAL HERITAGE

PROGRAM COOPERATORS

State 4-H Youth Program Office

Michigan Department of Social Services

Michigan Department of Education, History Division (Mr. Michael Washo)

History Department, Michigan State University (Graduate Assistant, Robert Wall, assigned to the program)

Vice President, Michigan National Bank (special interest) Mr. Ernest C. Browne, Jr.

Black Historic Sites Committee of the Detroit Historical Museum

Museum Curators, Canada and United States

Colleges/Universities: Michigan State University
University of London, Ontario
Pennsylvania State University
Howard University

Hosts and Hostesses at Pennsylvania State University

Churches

School Administrators, Teachers

Volunteer Leaders

Local Businesses

Consumers Power Company (Educational Materials)

Service Clubs, Sororities, Fraternities

Anheiser-Busch (Educational Materials)